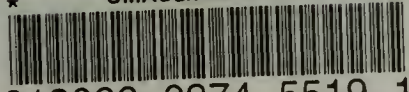


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Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

GOVERNMENT DOCUMENTS
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Please print or type:

CHOICE THRU EDUCATION, INC.

Name of organization/group filing for charter school status

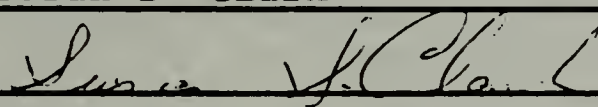
Contact Person Name:	Susan S. Clark	
Signature:		Date: 2 / 15/1994
Title:	Director	
Address:	P.O. Box 505599, 140 Pearl Street	
City:	Chelsea	
State:	Massachusetts	
Zip:	02150	
Telephone:	(617) 884-4706	
Fax:		

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1. Mission Statement:

Education is everybody's business.

As children, we suffered through an educational system that seemed to be designed to thwart our ambitions. As parents, we are consumers trapped in a monopolistic environment, attempting to secure the benefits of a high quality education for our children against overwhelmingly bureaucratic obstacles. As workers, we face an increasingly complex, technologically-oriented workplace for which neither we, nor our children, are being adequately trained. As employers, we face increasing difficulty finding competent employees for an increasingly complex workplace. As educators, we are trapped in a system that does not appear to be working, either for us or for our students, although no one really knows why it isn't working better than it is. As individual tax payers, we, the public, carry the financial burden for free public education, while many of us are sending our own children to private schools in the mistaken belief that they are in better condition than the public schools. As citizens, we are all suffering from the adverse side effects of the rapid deterioration of our publicly supported school systems in terms of increasing crime, violence, and a deteriorating quality of life that can be traced directly to the failure of the public school system to provide a meaningful education for all of our children.

These are the facts of life in American education. With a few rare exceptions, American students are falling behind their counterparts in Europe and Asia. The national high school drop-out rate now exceeds 50% of enrollments. Fewer than 50% of the students that graduate from high school go on to higher education, and the current unemployment rate among high school graduates exceeds 50% of new graduates. In a recent incident, New England Telephone reported that it had to test more than 25,000 job applicants to fill 250 entry level positions.

Recent studies indicate that as many as 75 million Americans may be functional illiterates, and that as many as 25% of the students graduating from college graduate unable to read or write well enough to flip hamburgers for McDonald's, let alone build aircraft MacDonal Douglas.

Education is indeed everybody's business, but publicly-funded education has been conducted under a banner reading "Innovators - Keep Out" for so long now that we have forgotten that education is no one's special province. Nevertheless, these statistics clearly indicate that the American public school system is failing to fulfill its mission of providing an effective education for all Americans.

Part of the difficulty lies in the confusion that surrounds pedagogical technique. One hundred years ago, in one room school houses across America, millions of boys and girls were taught to read and write, do their figures, and participate in the economic, political and social activities of their times with little or no difficulty. "Learning Disorders" simply did not exist. During the past two decades there has been an epidemic of new "learning disabilities" that were unknown to previous generations of teachers, but it is now becoming clear to educational reformers that there may be more "teaching disabilities" than there are "learning disabilities."

Recent research substantiates that there are a number of different learning styles, and an even larger number of divergent learning techniques, that appear to be naturally occurring phenomena in most individuals. Teachers themselves have never been taught how to accommodate themselves to the learning strategies of their students and usually demand, instead, that student learn the way that they, the teachers, want to teach. It is our philosophy that both the teacher and the school system must learn to recognize, identify and adapt themselves to teach the way that each student learns best rather than attempting to force the student to learn the way the teacher teaches.

Teaching students how to think - or enabling them to learn how to learn - requires a completely different approach from the ones that are currently in use in American schools, an approach that eschews rote memorization and testing in favor of developing goal-oriented learning strategies based upon real-world activities. Again and again in our research, we have heard that "kids want to do real stuff." Time and time again, we have been told that kids are being turned off by school because they know that the schools they are attending are not teaching them anything that will help them get a job in the real world.

According to the students we have surveyed, school is boring, irrelevant, and immaterial to their lives. Classes are too long, the subject matter seems completely divorced from the experience of their daily lives, and the teachers appear to be either ignoring or uncaring about the difficult circumstances under which many of them live.

In order to bring these turned-off, disaffected underachievers back to education, we have to offer them an alternative that is more relevant to their own lives, that empowers students and help them to feel worthwhile about themselves and each other.

The Chelsea Charter School proposes to accomplish these objectives with a student-oriented educational system that combines an extensive vocational educational program offering students opportunities to develop marketable skills with an academic program that enables students to design their own curriculum, work independently and proceed at their own pace while working together in a cooperative atmosphere.

This model depends on two basic components: A computer-aided educational system that enables students to work independently at their own pace, and an extensive work-study program that will enable students to earn spending money while they gain exposure to a wide variety of occupations, from which they will select a business or occupation on which they will concentrate in a one-year apprenticeship program.

Computers can be an invaluable asset in this new type of customized teaching systems because they enable students to work independently and together at the same time. The addition of computers to an otherwise traditional educational system accelerates learning in both traditional subjects and new learning models. Using computers to teach other subjects helps students become comfortable with computers, which is important because our students need to "know" computers, and know how to use computers in order to get things done to qualify for the jobs of the future. Nevertheless, while computers may be an essential educational tool, there remains a real world into which students must graduate, and this real world demands a wide range of skills in addition to computer literacy. As important as it may be to "know computers," it is even more important to know how to learn, and this requires knowing how to think. .

The proposal for the Chelsea Charter School addresses both of these needs with a program that makes extensive use of computer technology to free a population of low-income inner-city students from the drudge work of learning in the traditional classroom, and provides a wide range of apprenticeship activities to help our students gain a wide range of "real-life" skills needed to function in the world as we know it, giving them the skills they need to compete successfully in the marketplace of the future.

The Chelsea Charter School concept is based upon the pioneering work of the school's parent organization, Choice Thru Education, Inc., which has been working with high risk youth in Chelsea for more than 27 years. CTE's experience demonstrates the need for a "positive learning environment" consisting of a physical, social and psychological setting that is conducive to the establishment and maintenance of a positive self-image among the program's students as they work toward their educational goals in a supportive, non-competitive and cooperative environment. CTE provides a positive psychological environment by creating an informal environment where the individual student can come and go as needed without oppressive adult supervision. The physical environment is designed to be open, warm, friendly space, rich with resources and yet homey in ambiance. This makes the space a refuge for kids whose home life leaves much to be desired, and a secure alternative to being on the streets for kids who are having difficulties at home. The educational approach used by CTE focuses, once again, on fostering a positive self-image based on success in educational activities. Standards are maintained, but students are encouraged to take risks and extend themselves without any fear of ridicule should they happen to fall short of a particular objective.

2. School Objectives:

The proposed model utilizes a goal-oriented model in which students can progress at their own pace in any given subject, rather than a more traditional class year approach in which students are expected to complete specific subjects in each of the four high school class years (freshman, sophomore, junior, senior.) Therefore, achievement within this structure is measured on the basis of the achievement of specific learning objectives which are adopted by agreement between the student and the teacher at the beginning of each semester. In this model, the student must propose a learning plan that will guide them toward the accomplishment of the academic and non-academic objectives, while the teacher must evaluate the student's plan to insure that all of the required objectives will be met.

A. Academic Objectives for Chelsea Charter School will include:

Minimal Performance Standards in Verbal and Written Comprehension

During the first year of the Chelsea Charter School program, students who are not fluent in both verbal and written English will receive intensive remedial instruction to enable them to meet the requirement for demonstrated proficiency in reading and writing English. Students who cannot achieve acceptable verbal and written comprehension sufficient for performance in the program will be referred to the Chelsea public school system for 766 Core evaluation before continuing further in the program.

Demonstrated proficiency in the reading and writing of English

Completion of required readings to include selections from the Great Books of the Western World, Classics of American, English, French, Spanish, Italian and Russian Literature.

Maintenance of a personal educational journal documenting the student's educational experience, and submission of at least one short story, one essay, one set of poems in various styles, and a one-act play.

Demonstrated proficiency in a foreign language

This unit requires native English speakers to learn at least one other language, and also requires students for whom English is a second language to demonstrate a proficiency in their native language. Elective Concentrations, one each from the following disciplines:

Demonstrated proficiency in Mathematics:

Introductory Algebra, Plane Geometry and business math, including Basic bookkeeping

Maintenance of a personal financial budget documenting income and expenditures over the three year period, preparation and submission of income tax returns.

Demonstrated proficiency in Science

Requires completion of basic courses in earth science, physics, chemistry and biology, accomplished through readings, field trips, and laboratory experiments.

Demonstrated proficiency in History

Requires completion of course work on ancient, medieval, Renaissance and modern history within a contemporary cultural context.

Completion in a course on American citizenship

Requires completion of a concentration on American history, government, law and civics.

Demonstrated proficiency in Economics

Requires completion of basic course in economics.

Demonstrated proficiency in the humanities

Largely ill-defined in most curricula, the humanities include psychology, philosophy, and comparative religion. We believe that it is important for all students to have a basic understanding of other religions as well as their own, so we will teach comparative religion from a historical standpoint. In addition to introductory course work in classical philosophy and psychology, we will also require all students to take a course in moral philosophy covering rational basis for normative social behavior.

Demonstrated proficiency in the arts

Completion of a course in art appreciation

Completion of a concentration in at least one art form

Completion of a course in music appreciation

Completion of a concentration in at least one musical instrument, theater arts or dance.

Demonstrated proficiency in the use of computer systems:

Proficiency in one or more word processing programs

Proficiency in one or more spreadsheet programs

Proficiency in one or more database management systems

Proficiency in the use of communications software and online information systems

B. Non-academic goals for student performance

Year I - Development of Internalized Self-Management Systems

In the first year of the student's enrollment in the Chelsea Charter School, the focus of attention in academics is to correct previously uncorrected deficiencies in basic educational skills, such as reading, writing, and basic mathematics. In the non-academic area, however, the focus of attention is the amelioration of emotional, psychological and behavioral problems affecting the student's performance in educational environments. This is accomplished through the establishment, demonstration and enforcement of appropriate behavioral standards required for students of the Chelsea Charter School. Demonstrated ability to comply with the school's rules and regulations are considered a prerequisite for 'acceleration' into the vocational training programs described below.

Year II Preliminary Work Study Projects

In the second year of their participation in the program, students will participate in at least six three-week work-study arranged through the school, working under the supervision of an adult who is an experienced working professional in the specific field. Work-study projects will be selected each year on the basis of the interests expressed by the students themselves. Mentors will be recruited and paid a stipend for their participation in the program. Students will work in groups of three or more in the work-study program and will earn both course credit and wages according to the number of hours worked.

Year III Advanced Work Study Projects

Each third year student will participate in at least three six week apprenticeships arranged through the school, working under the supervision of an adult who is an experienced working professional in the specific field. Students will work in groups of two or more according to their expressions of interest.

Year IV Full Year Apprenticeship Program

In Year IV, students will be required to select a discipline and devote a minimum of 12 weeks during the school year to the pursuit of that discipline, and will be required to present a report documenting their accomplishments in their apprenticeships.

Completion of Independent Study Projects

At the beginning of each year, each student will identify a project that he or she will undertake during the course of the year. Each project must be proposed in advance in writing to the Head Teacher of the school, who will accept or reject proposals on the basis of the merits of the project and the student's ability to undertake the project and achieve its objectives. Projects may encompass any prosocial activity, ranging from community service projects to challenging personal reading programs. Monthly progress reports will be required, along with a final report describing what was attempted and what was achieved. Students may work individually or in teams of two or more.

Athletic Commitment

All students must be enrolled in the local YMCA or YWCA, or a private health club, and must present documented evidence of their participation in an approved fitness program. In addition, each student must agree to participate in at least one team sport per year via a third party vendor or, at their own option, students may substitute individual sports, such as swimming, running, or martial arts, for team sports such as baseball, basketball and football.

Social Commitment

The school will host a minimum of at least one social event per month. The student body will be broken up into the requisite number of teams, and each team will take responsibility for organizing one social event per year. Attendance and participation in social events is mandatory for all students.

Participation in Charter School governance systems

The entire student body of the school will function as a government of the whole, a working experiment in democracy. School officers will be elected on a semi-annual basis, and will meet as the Executive Committee on a weekly basis and report to the entire community on a monthly basis. All operating issues will be presented to the student body for approval, and all regular disciplinary matters will be referred to the student body.

C. Community Atmosphere and Environment

The Chelsea Charter School will be a student-enabled environment. What we mean by this is that the students will play an active role in the development of the curriculum, the specification of the syllabus, and the implementation of the services offered by the school. Students will also participate in the management of the school, beginning with janitorial services and expanding to include every aspect of the operation of the school. Students will help to renovate the physical space, and help maintain the space after it has been renovated. They will also help prepare meals (students will be asked to eat breakfast and lunch together as a group, but will prepare their own meals collectively and clean up afterward: sending out for pizza will not be considered an acceptable behavior in this school), work in the office, answer telephones, make copies, make coffee, and all of the other things that people working together in small environments normally do together.

On the political level, students will participate in all decision-making activities within the school, subject only to the overriding veto of the Head Teacher and the Executive Director of the parent agency. Students will form and organize all events and activities for the school, but they will also participate in the school's disciplinary system, and may be asked to sit in judgment of their fellow students, just as we are asked to sit in judgment over our peers in a court of law.

Curriculum decisions will be made on the basis of the expressed interests of the student body, tempered by the administration's perceptions about the 'doability' of a given project or activity.

The environment we hope to foster on the basis of this model will be a democratically managed just community in which the students will take responsibility both for themselves and for each other. While there have been experimental precedents that have used this model with much success, this will be the first time that a publicly chartered and funded school will enroll its students in its own decision-making process. The approach is obviously experimental, but it reflects the widespread yearnings of the students with whom we have spoken to have some measure of control over their own lives while they are in school, and believe that giving them a large measure of control will encourage them to view the school as "their own thing," and treat it accordingly as something to be used rather than something to be avoided.

3. Statement of Need

a. The Need for This Type of School

Chelsea: A Unique City in a Unique Situation

Chelsea, Massachusetts, is a unique city in a unique situation. Overshadowed by "The Bridge" that passes over it, Chelsea has been in socioeconomic freefall since the mid-fifties, when the construction of the Tobin Bridge turned a thriving immigrant community into a depressed economic area in a single generation. . After 50 years of underfunded neglect, the operation of the Chelsea public school system itself was turned over to Boston University in 1989. In 1991, Chelsea became the first city in Massachusetts to go into receivership since the Great Depression, and now remains under the control of a state-appointed receiver. Despite this decline, a tradition of cultural integrity has survived adversity to serve as the foundation for the renaissance that is now beginning to address many of the community's problems. The current concern about improved education is indicative of the community's organized response to the problems faced by Chelsea residents.

Chelsea: The Economic and Social Environment

By any yardstick that you might use, Chelsea measures up as one of the most disadvantaged cities in this Commonwealth, and therefore one of the communities where a Charter School is needed to reverse the educational decline of the city's public school system.

Demographically speaking, Chelsea may be characterized as one of the most diverse cities in the state. Only Springfield, Lawrence and Boston have a smaller percentage of white to non-white residents. Chelsea has the second highest percentage of residents of Latino or Hispanic descent, the sixth highest percentage of Asian residents, and the eighth highest percentage of African Americans.

Geographically, Chelsea is the smallest city in the state, with a land area of only 2.2 square miles and yet, in 1990, Chelsea ranked third in terms of population density behind Somerville and Cambridge, but next to last in terms of total population with only 28,710 residents. In 1985, Chelsea was the third poorest city in the state, after New Bedford and Fall River, with an average per capita income of \$8,259. In 1990, the per capita income as \$9,540, 0% lower than the neighboring city of Boston. What differentiates Chelsea from New Bedford and Fall River, however, is that Chelsea is surrounded by affluence while New Bedford and Fall River are in the middle of a severely depressed region.

Chelsea has the third lowest percentage of high school graduates, the third lowest percentage of college graduates, the smallest work force of any city in the state (due, probably to the fact that it has the second smallest population of any city in the state), and is the youngest community in the state, with the lowest percentage of residents over the age of 25, and the third highest percentage of newborns after Lawrence and Holyoke. In 1990, for example, less than 25% of the Latino population were high school graduates, and less than 2% had post-secondary educational achievements.

In 1985, the city had the fifth highest crime rate in the state, and the ninth highest violent crime rate. 38% of the area's clients receive Aid to Families with Dependent Children or General Relief, and 32.6% are receiving assistance from the Social Security Administration

These statistics indicate that Chelsea ranks among the disadvantaged communities of the Commonwealth. The proposed Charter school is particularly appropriate for the city of Chelsea because of these unique circumstances.

Chelsea: The Educational Environment

The Chelsea public school system has long been recognized as one of the worst in the state. When the city was placed in receivership, Boston University was nominated to act as the de facto receiver of the public school system, making Chelsea the first city in the Commonwealth to "privatize" its public school system by turning the operation of the system over to a private vendor.

The experiment has not worked. A significant percentage of Chelsea's parents, and the vast majority of the students in the system, are dissatisfied with Boston University's management of the Chelsea public school system. In fact, most residents believe that the quality of the education in the state's worst public school system has actually declined since Boston University took over the system.

It widely-believed that the Chelsea public school system, long regarded as one of the worst in the state, has suffered even greater declines under its present management. Students are alienated, disaffected and, after being told repeatedly how stupid they are, convinced that their teachers neither respect nor care about them. Many students report being required to participate in rote learning exercises years below their actual capacities. Others report interminable boredom resulting from 90 minute classes, irrelevant curricula, outmoded pedagogical techniques, and arbitrary and sometimes abusive disciplinary measures. Most importantly of all, regardless of the unpleasant ambiance, students in Chelsea high are painfully aware that they are not learning anything that will get them a job out in the real world.

Teachers in Chelsea have long been demoralized by the extremely unpleasant working conditions in an old and dilapidated physical plant, antiquated facilities, outdated books, and the lack of resources that have characterized the Chelsea public schools for many years. Now, under Boston University, teachers are also suffering from the inability to control the environment in their own classrooms due to the rigid, top-down management structure that B.U. has imposed on the Chelsea school system.

In some respects, Boston University is not to blame for this situation. Large, monolithic institutions like Boston University are not responsive to the needs of ethnic, cultural and linguistic minorities. Universities are accustomed to overhead margins on contracts that sometimes exceed the cost of the services to be delivered under the contract. With a large, multi-level, non-productive management system to support, no university can be competitive with small, lean and mean, community-based organizations that are accustomed to wringing every last cent of value from each dollar of revenue.

Under these circumstances, large institutions are accustomed to celebrating tiny, incremental improvements, because that is all they are capable of accomplishing. In Chelsea, however, the decreasing school drop-out rate since B.U. took over the school system results from changes in the way the drop-out rate is calculated, rather than a net change in the actual number of students staying in school. The new formula for calculating the drop-out rate may be more accurate, but it cannot be compared to the older method, making it impossible to draw any conclusions about the meaning of the statistics. Many critics of the Chelsea school system believe, however, that the improved test scores that have been achieved in Chelsea are the result of a subtle policy of exclusion under which poorly performing students are being forced out of the system through a combination of abuse and neglect.

This is a situation that cries out for change. The Chelsea school system is ready for a change. The city cannot go back to its old educational model, nor is it satisfied with the way in which Boston University has run the school system. By inviting Boston University in to run the schools, Chelsea set a precedent for 'privatization' of public school systems. Now, through the Chelsea Charter School, we have an opportunity to demonstrate how privatization can decrease costs and increase the quality of education in an urban school system.

B. How Charter School Meet the Needs

A school system in which students play an important role in determining the curriculum, the syllabus, and even the pedagogical technique offers a stark contrast to the system now being used in Chelsea, providing an alternative to the high percentage of students that are now dropping out of Chelsea High.

On the basis of focus groups, individual interviews, and the literature of the field, it is imperative to match the beliefs of this student population, and pace them into a new appreciation of themselves. By and large, Chelsea's public school students do NOT expect to go on to college, but they know that they are not receiving an educational that will prepare them to earn a living once they leave high school. This encourages the high drop out rate.

On the basis of the foregoing analysis of the situation in Chelsea, it becomes abundantly clear that a self-directed, self-paced educational model, with short, intensive teaching units interspersed with other activities in a depressurized, rehumanized environment, would be the polar opposite to the situation in the Chelsea school system.

The proposed model offers students an opportunity to get paid for staying in school, instead of getting paid to leave it. The apprenticeship model also enables the school to provide meaningful exposure to wide range of occupations which is limited only by the imaginations of the student population, and significant training in any field in which a student expresses an interest.

In point of fact, the apprenticeship model is the only educational model that addresses the question of how to provide meaningful job training in a wide variety of disciplines to high school students. The vocational high school model can only provide training in a limited number of disciplines, requires students to 'buy a pig in a poke' by enrolling in such a specialized school before they are sure about which careers they want to pursue, and usually delivers a second-rate education based on outmoded equipment and techniques.

The Chelsea Charter School offers a model that can enable any school system to reduce its instructional costs, reduce amount of time that students spend on basic academics, and increase the quality and quantity of the vocational education services delivered by the school without having to invest in new buildings, furnishings, and equipment. These objectives are achieved through increased utilization of computer aided instruction, changes in pedagogical technique in which the ability to find information replaces the outmoded pedagogy of teaching students to retain useless or irrelevant information, through the involvement of new kind of teacher - the mentor - who takes on students as apprentices and teaches them a given business, trade, or profession the old fashioned way - immediate total immersion, working in real time on real projects to gain an understanding about, and a feeling for, that trade, craft or business.

4. School Demographics

A. Location

The Chelsea Charter School will be located at 140 Pearl Street in downtown Chelsea, in a 18,000 square foot facility owned and operated by Choice Through Education, Inc., the parent organization of the Chelsea Charter School. Approximately 6,000 square feet will be set aside for the Chelsea Charter School, which will also utilize other sections of the building as need and when needed.

B. Rationale for This Location

Located in the center of Chelsea's 'weed and seed' project, the site is owned by the parent organization, is available rent-free to the Chelsea Charter School, and is in an easily accessible section of the city, in the midst of a neighborhood from which the majority of the school's target population will be drawn. The site is uniquely attractive for this application because much of the interior space is a clear span that can be renovated to suit different projects over the course of the school's lifetime, providing room for expansion (there is a 6,000 square foot basement that can be fully renovated, and the building superstructure will support the addition of a second or third floor.)

C. Student Population

The specific focus of the Chelsea Charter School is on high risk students who have refused to enter Chelsea High, have dropped out of Chelsea High or are on the verge of dropping out of the high school, and specifically on non-academically oriented students who nevertheless show an interest in and propensity for both manual trades, arts and crafts. All classes will be conducted in English, but the school recognizes and anticipates that a high percentage of its students will be Latino or Asian in background. Many will have had previous legal problems, some may have previous substance abuse problems.

D. Anticipated Enrollment

We anticipate an initial enrollment of 36 students, with a 75% retention rate, and a year-end population of 27 students from 36 enrollments. All of the first year admissions will be freshmen who have completed the eighth grade. Subsequent admissions will be made on the number of vacancies created by departing students. The school will have a practical maximum student body of 48 when all four grades are fully enrolled. This will take approximately five years to accomplish.

E. Grade Levels Served

The Chelsea Charter School will be use an 'open school' format with no strict divisions between class years. Instead of separating the students into cadres on basis of chronological age, or previous academic achievements, we will organize them on the basis of their actual educational abilities and their remedial needs. For the sake of clarity, however, we anticipate running a four year program that will be equivalent to grades 9 through 12. For the first year of operation, we will enroll 36 students eligible for the 9th grade in a traditional system.

5. Recruiting and Marketing

A. Student Recruitment

Unlike many other cities, where concerns about education ebb and flow according to the season, educational policies have become a major political concern in Chelsea, largely because Chelsea, unlike any other city in the Commonwealth, has already 'privatized' its public school system by turning the entire public school system over to Boston University. The high degree of public concern about the quality of education in Chelsea with automatically focus public attention on any charter school established in this community, and insure that the general public will be aware of the establishment of the school.

In order to insure that all residents have an equal opportunity to consider and apply for admission to the Chelsea Charter School, a circular in English, Spanish, Chinese, and Vietnamese will be distributed to all Chelsea public school students in the eighth grade with an extremely simple application form that will be the first step in the admissions process. Two separate distributions will take place a month apart, one through the public schools and one through the mail.

A special effort will be made to reach prospective students who have already dropped out of school, or who are at risk of dropping out from the eighth grade through a street outreach program conducted through friends, family, siblings and significant others to insure that all prospective students in the high risk category have an opportunity to consider enrolling in the program.

B. Marketing Plans

Choice Through Education, Inc., as the parent organization of the Chelsea Charter School already has an excellent grasp on the potential student population for this program. Many are themselves clients of the program, and many more are siblings of potential students. The Chelsea Charter School will adopt an aggressive marketing program of individual one-on-one contacts to encourage students in the high risk category to apply for the Charter School. In addition, the CTE has excellent referral relationships with the Commission on Hispanic Affairs, Latin American Cultural Association, Community Action Program, Headstart, Chelsea Alcohol and Substance Abuse programs, Boys and Girls Clubs of Boston, and other community organizations.

Prospective students who indicate an interest in the program will be invited to open houses during which the educational approach will be described and demonstrated with hands-on experience with the actual hardware and software that will be used in the program. In addition, prospective students will also be asked to participate in a New Careers Workshop program that will encourage prospective students to think about real-life careers that they may begin through one of the Charter School's apprenticeship programs.

In order to counteract the long-term effects of adverse economic and social circumstances, the Chelsea Charter School will require that all new students preface their freshman year at the School with an eight-week Upward Bound residential program that will be specially designed to introduce participants to the educational model that will be employed in the Charter School program.

6. Admissions Policy

All students seeking admission to the Chelsea Charter School will be screened to insure that they meet the minimal academic standards for the school. Verbal competency in English (after one-year of intensive ESL for those who are not competent in English upon admission see Academic Objectives, above), and an acceptable school attendance and behavior record will be required for all students being admitted to the program.

All students who apply for the Chelsea Charter School will be asked to meet at the school with an admissions committee, consisting of the head teacher of the school, the executive director of Choice Thru Education, a representative of the student body and a representative from the school's parents (after the first year of the program), during which the program will be described and explained.

All students who pass the preliminary interview will be asked to submit an essay describing why they want to enroll in the Chelsea Charter School, and to take a competitive examination. The results from the essay competition will be used to evaluate student motivation on the basis of the content of the essays. The competitive examination results will be used in conjunction with the student's academic record to determine the student's academic performance and capacity.

If the number of students who pass through the screening process exceed the number of positions available, the vacancies will be awarded through a lottery for eligible applicants, with separate drawing for equal numbers of boys and girls.

The process of qualifying students for admission to this program is necessitated by the nature of the program, which requires a great deal of self-motivation. It would be unfair and contra productive to admit students who are not qualified for this kind of regimen. The use of a lottery to select the finalists for admission to the program provides a responsible, non-discriminatory admissions process

7. Profile of Founding Coalition

A. Description of the Founding Coalition

With 27 years of history as a major service agency for the city of Chelsea, Choice Thru Education, Inc. has been seeking opportunities to develop and enhance its alternative community school program, which has been serving high risk youth, including former gang members, pregnant and parenting teenage girls, and a broad sprectrum of young people who are not being reached through more traditional educational channels.

As the parent organization of the Chelsea Charter School, Choice Through Education already has an excellent grasp on the potential student population for this program. Many are themselves clients of the program, and many more are siblings of potential students.

With its excellent access to a wide variety of community groups, human service agencies in the fields of housing, health care, and welfare services, a positive image in the business community, and high credibility among service recipients, Choice Thru Education has the ability to coordinate a wide range of agencies in this effort, including the Commission on Hispanic Affairs, Latin American Cultural Association, Community Action Program, Headstart, Chelsea Alcohol and Sustance Abuse programs, Boys and Girls Clubs of Boston, and other community organizations.

B: Background of the Affiliation

The Coalition will seek a closer relationship with Curry College, which is nationally recognized for its work with special populations, the ASAP Drug and Alcohol program, prospective work-study mentors, employment sites for work-study sites, apprenticeship programs, and other support systems for the non-academic objectives of the school.

8. Timetable

March	Award Announcement Press Release announcing establishment of Charter School Liaison meeting with School Department Planning meeting with Principals Identify primary work-study sites for Year 1 Begin recruitment of mentors for apprenticeship program
April	Develop tools to review student records Develop essay competition model Develop competitive examination for student screenings
May	Begin screenings of eighth grade students for admission to program Begin physical plant renovations Begin teacher recruitment process Initiate competitive examinations
June	Review applications - make final assessments Announcement of student assignments Complete teacher recruitment Complete physical plant renovations
July	Begin summer Upward Bound Program Begin teacher training Begin curriculum development Install computer hardware Install computer software Begin recruitment of work-study mentors
August	Begin mentorship training program Complete Upward Bound program Complete furnishings of new installation
September	First day of school

9. Evidence of Support

A: Scope of Community Support for Program

See above

B: Documentation of Community Support

See attachments for letters of support

10. Educational Program

(Note: The educational objectives cited in item 2 above should be considered an integral part of the description of the proposed educational program and should be reviewed as the detail for the specific instructional methodologies for each unit discussed in section 2.)

A. Computers in the Classroom

The Charter School movement is the first step in a new educational revolution that will inevitably follow in the footsteps of the technological possibilities unleashed by the invention of the personal computer, and it is our belief in the advantages of a 'totally computerized educational environment' that fuels our commitment to the 'classroom of the future' that we intend to create at the Chelsea Charter School.

The computer is the most liberating artifact ever to enter a public school classroom precisely because the computer gives us the capacity to liberate the classroom from the outmoded teaching techniques of the past, making room for the new learning strategies of the future, but this is only true if we use them properly.

For the past 10 years, computers in school have been primarily a subject to be studied rather than a basic tool to be understood and used in the larger process of acquiring an education. In our 'totally computerized educational environment,' computers will be liberated from the computer lab to occupy their rightful places on each student's desk. (In fact, we have designed a computerized classroom in which the computer will actually be built *into* each desk!) Rather than having access to a computer for a few hours a week, as is the case in most schools, students will use 'their' computers to participate in classroom discussions, conduct research, write papers, communicate with their peers, and take examinations covering the entire academic syllabus.

This proposal is based upon the theory that computers can enable each individual student to proceed at his or her own pace, in a self-directed group learning environment in which students will learn better and faster than they can in a traditional classroom, creating opportunities for closely-monitored 'work-study' programs in which our students - low-income inner-city youths from the state's most disadvantaged community - can earn an income while developing good working habits and learning marketable skills that they will have to fall back on for the rest of their lives.

In many respects, our classroom of the future closely resembles the one-room school house of the American West, with students of different ages and different levels of development sharing the same physical space, each working at his or her own pace within an overall framework established by the School Marm of myth and legend.

In a traditional educational environment, the learning process is controlled by certain economic and social imperatives. The school year begins in September and ends in June, regardless of how long it actually takes individual students to complete the year's work. The school day begins at 8:30 AM and ends at 2:30 PM not because this is the best arrangement for the student, but rather because teaching is a job, and teachers only want to work during 'normal' working hours. The problem with this is that 'normal working hours' may not be the best 'learning hours' for some students. Some students might be better off working during the day, and attending classes in the afternoon or evening.

With computer assisted education, it no longer matters when a student comes to school, or how many hours a day it takes the student to complete his or her assignments. Faster students can do more, while slower students take longer or do less, but the net result is that students are no longer competing against each other, as they are now, but are instead working against objective standard that they can use to evaluate their own progress.

In traditional school systems most students are forced to cruise along with each other within the narrow constraints of what the school system has deemed to be the appropriate curriculum and syllabus for their age group. Decisions about what the student should be able to accomplish in each grade are arbitrarily determined on the basis of past performance of students in that age category. Better students are held back while slower students are being left behind, and the ones in the middle are being short changed because most of them are coasting rather than extending themselves to increase their reach.

In our totally computerized educational environment, students will be able to custom-design their own educational experience on the basis of their individual interests, earning the right to pursue those interests by earning credits for the completion of required courses. Each credit earned entitles the student to additional time on the computer system for their elective interests. The completion of a unit unlocks new study units, allowing each student to move through the curriculum at their own pace.

What is the role of the teacher in the totally computerized educational environment? By taking advantage of the technology that is now at our disposal, teachers can turn their attention to teaching students how to learn, rather than instructing them in what they have to know. The difference is essential to our approach to education. In the traditional educational model, teachers are expected to be experts in a particular discipline, guiding the student through the intricacies of history, math, English and science. One of the problems with current educational systems is that, in reality, teachers are rarely experts in the disciplines they are being asked to teach. In our environment, teachers are expected to be experts in learning, not masters of any specific discipline.

With the technology that is now at our disposal, anyone can find virtually any piece of information they need - if they know how to find it. Knowing how to learn, the process of breaking down large amounts of information into smaller, more easily absorbed pieces, along with the process of breaking down large tasks into smaller, more easily accomplished ones, is a teachable and learnable discipline that gives the student a model for how to identify and resolve problems that can be carried over into every aspect of the student's life.

The value of computer-aided instruction is, first of all, that teachers are freed from the repetitive task of presenting information to students, and concentrate instead upon assisting students having difficulties with specific subjects, conducting classroom discussions, organizing field trips and other educational activities. Secondly, computer aided instruction will enable us to concentrate five hours of instruction into a three hour period, giving students the time and the opportunity to pursue a larger agenda. Finally, we believe that disadvantaged students will enjoy their exposure to computers, and will view computer-aided education as a privilege rather than an intrusion. We will enhance this aspect of the equation by allowing students free access to computers during all of the hours that the center is open to students.

In our educational environment, teachers will not be disciplinarians or task masters. They will be learning associates whose function is to assist students in learning how to learning, focusing their attention of specific projects. While we will have at least one teacher in each major disciplinary area.

B. Education in 15 Minute Segments

A well-known chef once had a recipe for a successful restaurant: good food, small portions. His theory was that if people liked his food, but didn't get enough of it, they would come back for more. He got very rich on this theory, but the man who bought his restaurant from him when the well-known chef retired believed otherwise. He kept the quality up, but increased the portions and quickly went bankrupt.

We are all painfully aware that fewer than 50% of our teenagers are finishing high school. This program is designed to address this problem by making school more interesting, bringing new technology to bear on the age-old problem of how to keep kids in school when they would rather be outside doing other things.

We address this problem by building frequent rest periods into the academic portion of the day. Most public school classes are calibrated for 45 minute segments. In some school systems (notably Chelsea), economic considerations and ill-considered pedagogical theories have led to 95 minute classes. This model directly contradicts the normal life experience of the average teenager.

Radio stations play music in 15 minute segments. Television stations air programs in 15 minute segments. The average video game runs approximately 15 minutes. The 15 minute pattern is now becoming well-established in our culture and, as a result, we have built our curriculum around 15 minute segments, with five minute pauses between segments. We expect this approach to resonate with the attention span of our target population by giving them good education in small portions, leaving them hungry and asking for more.

C. A New Model For Vocational Education

Fifteen minute work segments alone will not counterbalance the intensively didactic flavor of computerized educational instruction. We will therefore balance the academics with an apprenticeship system designed to expose students to a variety of occupations, help inculcate good working habits, and enable them to earn substantial amounts of money while acquiring marketable skills.

Vocational training has fallen to a low ebb in the public school system. In the private school environment, it is non-existent. Most schools are not training students for jobs that really exist in today's economy, and many of the jobs for which students are being trained will no longer exist when they are ready to join the work force. Many employers report that today's high school graduates do not have the academic or technical skills to qualify for even entry level positions, nor do they have the personal motivation or work habits required of a good employee.

A good body and fender person can earn \$50,000 a year, a decent middle class income for a family of four, and considerably more than the average policeman or school teacher, but there are few schools presently teaching this highly desired trade. The same is true for auto mechanics, machinists, chefs, beauticians, and a whole host of other blue collar occupations that actually earn more than many white collar jobs.

The problem, of course, is economic. No school system has the funds to implement a really effective vocational training program because there are simply too many different occupations for which students might wish to be trained. As a result, we offer training in a few occupations, and pretend that the others don't exist.

We believe that we have solved this problem by developing an apprenticeship training program that utilizes the energies of accomplished individuals in a wide variety of fields as mentors to small groups of students who have indicated an interest in learning about the mentors' areas of expertise.

The intention of this program is to give students actual working experiences in a wide variety of occupational activities, rather than an intensive experience in a single field of activity. The purpose behind this intention is to give students 'a taste' of several different business opportunities so that they can make a more informed assessment of where their long-term interests might lay.

One of the underlying premises at work here is that the students in our target population often need to earn a living in addition to acquiring an education. Even if they don't have a pressing need to earn a living, we know that we are competing for their attention with a street life that does offer them what appears an easy way to earn a rich living. Therefore, we must find a mechanism to 'underwrite' their interest in gaining an education with their interest in earning some pocket money.

Because of the unique structure of the Chelsea Charter School, we believe that we will be able to compensate mentors for their services, and underwrite the activities of the students so that they can show a profit on their apprenticeship activities.

While students will be permitted to express and pursue their own individual academic and vocational interests, the Chelsea Charter School will also provide a multiple choice menu of academic and vocational choices that will require students to complete a curriculum that will ensure that the course of study would result in a well-rounded individual.

D. Achieving Competency instead of Serving Time

By implementing a self-directed, goal-oriented, competency-based educational program, we are moving toward a model in which a student who can demonstrate proficiency in any given subject *DOES NOT HAVE TO TAKE THAT SUBJECT*. This change, from a 'penal institution' educational model in which students serve time and get certified, to an achievement-oriented model where success is measured in terms of the results rather than survival, is made possible by the 'one room school house of the future' model in which students learn individually at their own pace rather than in groups at a pace determined by the instructor on the basis of the performance of the poorest performing students in that class.

11. Student Performance

A. Assessing Student Performance

Whatever their individual characteristics, all educational institutions must evaluation their students on the basis of the four 'A's' of education: attendance, attention, application, and achievement.

1. Attendance

Even though this is a self-paced, student-controlled environment, the student cannot be learning if the student is not present. While strenuous efforts will be made to encourage students to attend classes, those who do not conform to minimum attendance requirements (NO unexcused absences!) will be addressed through consultation with students and their families. If, after repeated efforts to address the attendance problem, students who are not attending classes will be dismissed from the program.

2. Attention

Students can be at school, but not be in school. Attendance without attention to the work at hand will not be tolerated. Students who are disruptive, unproductive, or unable to focus on their work will be evaluated and subject to dismissal. Attention is measured by classroom participation, engagement in the apprenticeship programs, and participation in artistic, athletic and recreational activities.

3. Application

It is our belief that any student can prosper from their participation in this educational model, if they apply themselves to the learning tasks they have undertaken. Failure to undertake the requisite tasks - as identified in the student's individualized learning plan - will be considered evidence of a failure of application.

4. Achievement

The ultimate evaluation of any educational process is, of course, the achievement of the student. If the student hasn't tried, the failure belongs to the student. If the student has tried, but has not learned, the failure must belong to the school, not the student. Education is the only area of human activity where the customer is blamed for the vendor's failure.

Nevertheless, we must evaluate both academic and non-academic performance in that manner that is consistent with the expectations of government, colleges, other institutions of higher learning, and employers.

The proposed educational model raises some difficult questions about how to evaluate a student's progress in a self-paced educational environment, which is further complicated by the entire question of ethnic, cultural and gender biases that exist in any standardized testing system.

Numerous questions have been raised about the validity of standardized examinations, many of which - it is charged - are biased against ethnic, cultural, and linguistic minorities, and against women. More importantly, all information-based examinations are biased toward one kind of intelligence, which we might call verbal-academic intelligence, and favor students with good memories over students with poor memories. As a result, a student who is a superb problem-solver, a gifted performer, an empathic consoler, or an inspired artist - but has a poor memory for facts and figures - will test far lower than a more pedestrian student who happens to have a good memory.

The problem with these outcome-oriented examinations is that all they can measure is the amount of information that the student has retained. They do not measure either basic intelligence or the development and implementation of learning and thinking strategies that will help students with memory deficit problems to cope with their special learning requirements.

As an educational institution, we must warrant that students who have graduated from our program have achieved certain minimum performance standards in terms of basic academic skills, but we must also document and show approval for the other skills that our students will learn to develop during their tenure with us.

Therefore, with these issues in mind, we are proposing to use a combination of techniques based upon the 'demonstrated competency' model now being used on the college level.

B. The Competency-Based Educational Model

In the competency based educational model, students select the courses they will take each semester, and present a plan that identifies the subjects they will take and the outcomes they expect to achieve. These plans are presented in writing to head teacher, who must approve each student's learning plan for each semester.

The learning plan forms a contractual agreement between the student and the school documenting what the student will accomplish during the next semester. It also provides a basis of evaluating both attention and application, and gives the head teacher a tool for evaluating whether a student's activities conform to the student's learning objectives.

Each unit of study requires that students pass examinations that are built into the computer software in order to move on to the next unit of study. Successful completion of each unit also earns the student additional credits that may be used to purchase time in the optional programs (games, interactive, video, access to Internet, etc.)

Students may complete each competency by finishing the course work, opting to take an examination to prove their competency instead of doing the course work, or by taking on a special project associated with the course work (with the prior approval of the head teacher.) This gives each student at least three different ways to demonstrate their individual mastery of a given subject.

C. Measuring Skill Development

Academic certification can be accomplished through the use of standardized examinations such as those used in the G.E.D. certification process. This is, however, only one of several criteria that must be accomplished.

One of the problems with existing educational methodologies is that students do not get accurate and timely information on their performance. Quarterly report cards do not provide adequate motivational feedback about the student's performance.

The Chelsea Charter School will use a cumulative reporting system that will incorporate weekly summaries of each student's performance that cumulatively rates their performance in a percentage of efficiency rather than an outcome variable that reflects knowledge retention.

Weekly summaries will be compiled into monthly reports that will document the teachers' perceptions, which will be augmented by the student's own self-assessments contained in the monthly updates of the student's learning plans and progress reports.

Documentation of non-academic skills development will be achieved through three mechanisms: documentation, demonstration, and evaluation. Students will be required to submit documentation from their mentors establishing that they have participated in and completed each non-academic competency. In addition, students will be asked to demonstrate skills that have developed in regular seminars. Finally, the mentors who have worked with the student in each venue will be required to submit an evaluation report documenting the mentor's assessment of the student's performance in each unit of study.

D. Remedial Education for Underachieving Students

Under the proposed educational model, the very concept of 'remedial' education comes into question. Students proceeding at their own individual paces, working on different subject and different levels at the same time, raises uncomfortable questions about age appropriate education, in which the school system determines what a student should know at any given age.

Using the mentorship approach, with a 12-1 student teacher ratio, and focuses the teacher's energies on tutoring rather than rote memorization exercises, we believe that there will be little or no need for remedial instruction. Where this need does arise, the student in question can be given additional individual instruction using specialized computer software designed to help the student review and re-learn the subjects in which the student is not making progress.

In the case of special needs students with 'learning' disabilities, there is special software available that will help these students develop compensatory strategies that will enable them to cope with a wide variety of educational problems. With more extreme cases, where there are physiological or psychological problems, students will be referred to the local school system for 766 Core evaluations and consequential services.

12. School Evaluation

A. Program Evaluation Methodology

The operational design of the Chelsea Charter School lends itself to a progressive program evaluation methodology. The school will evaluate its performance according to the following criteria:

Student attendance records will be used to document the school's ability to maintain the interest and commitment of its students.

Student performance statistics will be compiled on a monthly and quarterly basis to serve as the foundation for a statistical evaluation of the school's performance. Increasing cumulative performance statistics among the study body would be indicative of an effective educational program.

Comparative student performance statistics measuring performance of the school's students against other students in the same age category via standardized examinations will document the effectiveness of the school's methodologies against other competing methodologies.

Other measures of school performance will include drop-out rates among students, the percentage of students completing work study projects, the percentage of students undertaking apprenticeship programs, the percentage of students completing apprenticeship programs, and the number of students who report securing jobs on the basis of apprenticeship experiences.

B. Parent Teacher Communications

Students, parents and teachers will meet together with the Board of Trustees on no less than a monthly basis throughout the school year to facilitate communication and decision making about the development of the school. In addition, there will be a regular weekly newsletter - published by students themselves - for students, parents and teachers. Regular monthly meetings with parents will be offered as an option, but the teaching staff will meet with the students and their parents at least every other month to discuss the student's progress in the program.

C. School-Community Communications

The school newsletter will be published and distributed to any member of the community who wishes to subscribe. In addition, there will be four open houses each year during which the public will be invited to visit the school and see the work that is going on there.

13. Human Resource Information

A. Staff Selection Process

A head teacher will be selected to be the academic head of the school by the executive director of Choice through Education, Inc., who will serve as the administrative head of the school. This individual must possess at least a masters' degree in Education, and must also have significant experience in computer-aided instruction and community teaching. Once hired, the head teacher will be responsible for the recruitment and hiring of two additional associate teachers, one of whom must have a master's in education and have previous experience in computer-aided education. The other associate must have at least a master's degree in counseling and possess previous experience counseling in a school environment, as well as documented teaching experience.

All instructors must also be Massachusetts certified, and have a minimum of three years previous teaching experience. It is important to note that the instructional staff will be augmented by a team of mentors recruited from the community, who will administer and deliver non-academic classes, including the work-study and the apprenticeship curricula. Because of this unique design, it is impossible to estimate the prospective size of the staff, but we can posit that we will have approximately 36 mentors serving at least three weeks each during the course of the semester in addition to three full-time instructors, who will work on a 12-1 student teacher ratio.

B. Staff and Teacher Evaluation

Administrative staff will be evaluated on the basis of the delivery of services according to prescribed schedules. Academic staff will be evaluated by several different mechanisms. There will be a formal student evaluation process for both academic instructors and the mentors that will be used to determine student perceptions of teacher performance. Instructional staff will also be evaluated on the basis of student performance.

C. Relevant Employee Information

The salary range for the head teacher will be \$30,000 - \$36,000; the salary range for associate teachers will be \$24,000 - \$30,000. The fringe benefit package will include a health care plan, extended vacations, a tuition reimbursement, and a contributory pension plan. All teachers will be hired provisionally on a one-year trial basis. After the first year, teachers will be hired under an annual contract basis. Dismissal for non-performance will follow the third warning letter for any combination of infringements, and may be appealed to the Board of Trustees, which shall conduct an open hearing on any charges brought before it by the school's administrator.

14. School Governance

A. Internal management

Internal management of the school's operations will be the responsibility of the school's appointed Head Teacher, under the supervision of the executive director of Choice Thru Education, Inc., or her designee. The head teacher will meet with the Associate Teachers on a weekly basis to review the performance of the school and plot the ongoing development of the curriculum and the school.

B. Selection of the Board of Trustees

As a wholly-owned subsidiary of Choice Through Education, Inc., the Board of Trustees for the school will be the members of the parent organization's board of directors.

C. The roles and responsibilities of Board members

Board members will be responsible for the overall supervision of the Chelsea Charter School, including supervisory responsibility over financial affairs, services delivery, staff management and personnel issues.

D. Relationship of the Board to teachers, administrators, students and families

The executive director of the parent agency, as administrator of the school, will be responsible to the Board of Directors, and will report to the board on a monthly basis on all issues relative to the operation of the school. All board meetings will be open to students and their families, as well as members of the general public. The minutes from all board meetings will be published and distributed to students and their parents.

E. Student-Parent Involvement in decision making

Once the school has been established, any major changes in the structure or operation of the school will be presented to the students and their parents at the next regular meeting of the school community for review and comment before any changes are finalized. Students and parents may propose changes to the Board of Trustees, which may take recommendations under consideration for further action.

F. Nature and extent of community involvement

One of the more unique aspects of the proposed program is that it relies to a large extent upon the development and implementation of a combination of work-study mentorships, apprenticeship programs, and tutorial services which shall be delivered by volunteers recruited from Chelsea and the surrounding communities. This larger community of 'community educators' will form a widespread support group for the Chelsea Charter School, and will require an ongoing communications structure. This structure shall consist of the distribution of the weekly newsletter, and the monthly community meetings describe above.

15. Building Options

A. Physical Plant Considerations

The Chelsea Charter School already has a suitable site available that requires only minimal renovations to meet the requirements of the program. The site has been used for a variety of educational programs, including an 'alternative' high school for several years, and has an established image in the community as an educational facility

B. Suitability of Site

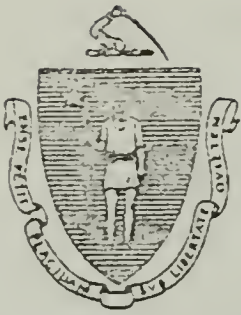
The site that has been selected is in an easily accessible downtown location in an area noted for high drop-out rates and associated educational problems among local residents. The facility meets all code requirements and has substantial space available for programmatic expansion. The proposed model makes it unnecessary for the site to have gymnasium, shop, library or other facilities that might not be applicable to this site.

C. Plans for Acquisition of School Building

There are no plans to acquire a subsequent facility for this program.

D. Financing Plans for Plant Acquisition

The parent organization already owns the physical plant outright and does not require additional financing.



THE COMMONWEALTH OF MASSACHUSETTS

House of Representatives

STATE HOUSE, BOSTON 02133

TELEPHONE (617) 722-2600

RICHARD A. VOKE
MAJORITY LEADER

ROOM 343

February 14, 1994

**Piedad Robertson, Secretary
EXECUTIVE OFFICE OF EDUCATION
One Ashburton Place
Boston, Massachusetts 02108**

Dear Secretary Robertson,

Rarely does one get the chance to write on behalf of an organization more deserving than Choice Thru Education. Through its dedicated leadership, this community-based resource has accomplished the ideals so many others have often included in their mission statements. As evidence of Choice's continuing effort to effect change in the education of the disaffected, the Chelsea Charter School has been developed.

For the past twenty-seven years, CTE has served as a source of light for students who have been unable to succeed in the mainstream of conventional education. While its success in the past is well documented, its visions of the possibilities for students at risk is perhaps the only chance for many to achieve academic and societal accomplishments. With Chelsea's high dropout rate, its increasing rate of teen pregnancy, and its maintaining the third poorest student population based on economic indicators, the Chelsea Charter School will serve as the answer to educating youths unable to function in a traditional classroom setting.

Presently, CTE serves a number of these potential students in other programs; their needs have been identified and will be addressed by the Chelsea Charter Schools's alternative curriculum. Primary considerations have been given to the needs of students to learn that which will also help them to earn. Chelsea Charter School's extensive vocational and educational components are designed to utilize the latest in computer-aided learning. In consideration of the seven learning styles generally exhibited by students, self-paced learning is an integral part of the curriculum.

Secretary Piedad Robertson

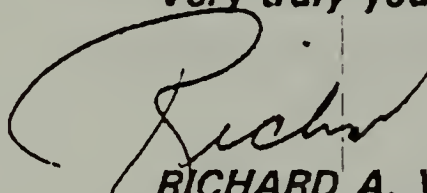
February 14, 1994

Page 2

re: Chelsea Charter School

Chelsea Charter School will be innovative in more than the structure of its curriculum; the plan is to provide a student-friendly environment where learning takes place. It is critical to the city of Chelsea and the entire commonwealth that the educational morass that permeates much of public education be eradicated. I fully support CTE's charter school as an alternative to those problems we both have discussed with the current offering of educational instruction. I hope you will be able to grant this qualified proposal your positive commitment.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Richard A. Voke", with a large, sweeping initial "R".

RICHARD A. VOKE
Majority Leader

Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

To Whom It May Concern:

We, as parents or school children, are pleased to support
the Choice Thru Education, Inc. Charter School application.
For many years Choice has provided educational services to
the youth of this community, now with the passing of the
Education Reform Bill, it will be possible to have an
accredited school for our children.

- 1) Elva S. Sene
52 Bellingham #7
Chelsea MA 02150
- 2) Alex Lopez 55 Essex St.
- 3) Rosa Figueroa 106 Sagamore Ave
- 4) James 78 Hawthorn St.
- 5) Ana Maria and Juan Vega
15 School St.
Chelsea Mass
- 6) Jose Luis Garcia - 59-A Waverick - S.T. Chelsea

- 1) Dora Vega - 59-A-Maverick St Chelsea, MA. 02150
- 2) Norma Iris Garcia - 59-A-Maverick St Chelsea, MA
- 3) Raki Maniz 59-A Maverick St Chelsea, MA.
- 4) Luz. Maria. Garcia. 3 Webster Ct Project Apt 10 Chelsea MA 02150
- 5) Marisol Garcia - 53 Maverick St Chelsea 02150
- 6) Eirnera Diaz - 29 Chester Ave #1 Chelsea, MA 02150
- 7) Margarita Garcia - 76 Braintree Ave. #3 Chelsea, MA 02150
- 8) Elizabeth Cotto - 61 Central Ave. Chelsea
- 9) Ana Alvarez 110 Chester Ave Chelsea MA. 02150
- 10) Lucinda Lopez. 32 Cottage St #1 Chelsea, MA.
- 11) ~~32 Cottage St Apt. #1. Chelsea, MA.~~

LATIN AMERICAN CULTURAL ASSOCIATION
ASOCIACION CULTURAL LATINO-AMERICANA

P.O. Box 505625, 18 Fourth Street
Chelsea, MA 02150

February 14, 1994

Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108-1696

To whom it may concern:

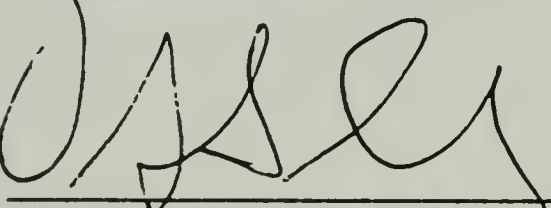
The Latin American Cultural Association (L.A.C.A., Inc.) would like to express its support for the Charter School concept promoted by Choice Thru Education, Inc. For over twenty-five years, Choice has been providing critically needed services to youth in Chelsea. The vast majority of these young people served have been Hispanic.

Many of our young people have experienced many interruptions in the quality of education in Chelsea due to administration and political change overs. We believe that a huge void has been its result.

Choice Thru Education, Inc. has been partially filling that void by providing educational services to young people. Unfortunately from lack of resources it is not enough.

A Charter School sponsored by Choice Thru Education, Inc. would provide students at risk with a stable educational environment that is so badly needed in Chelsea. Therefore, the Latin American Cultural Association, recognizing the positive impact that this school would have on our Latino youth and on the community-at-large, fully lends its support to Choice Thru Education, Inc. in this important effort. Thank you very much.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Vicente Avellaneda', written over a horizontal line.

Vicente Avellaneda,
President



Boys & Girls Clubs Of Boston

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Secretary
 Frances K. Moseley
President & CEO

February 14, 1994

To Whom It May Concern:

Boys & Girls Clubs of Boston enthusiastically supports the funding request of Chelsea's Choice Through Education program. When we started our public housing initiative almost one year ago, Susan Clark and her staff were the first agency to welcome the Boys & Girls Club. During the course of the past year, it's clear to us that our complementary services impact many youth and families.

The staff at Choice Through Education have earned the respect and trust of Chelsea's youth. Once this bond is established, avenues to education and related support services are engaged. Establishing this trust is, we believe, the cornerstone of delivering, with impact, essential educational guidance and achievement. Only agencies with a community track record like Chelsea's Choice Through Education program can sincerely lay claim to the effective delivery of services.

We are impressed with the placement track record as well as the array of support systems for some of Chelsea's most at risk youth. We request that the proposal readers favorably consider supporting a program with a track record of 26 years of educational and life skill achievements.

Sincerely,

Robert D. Monahan
 Vice President of Operations

RDM:jl f

Jack Agnew
 David Almy
 William W. Bain
 Caroline Dixwell Cabot
 John W. Calkins
 M.L. Carr
 Joseph C. Carter
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100 Years

Of Celebrating Youth

50 Congress Street, Suite 730, Boston, MA 02109, 617-973-5400, Fax: 617-973-5430

COMMUNITY ACTION PROGRAMS INTER-CITY, INC.

100 Everett Ave., Unit 14
Chelsea, Massachusetts 02150
TELEPHONE (617) 884-6130

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TREASURER

ARTHUR J. CAYON
CLERK

Executive Office of Education
One Ashburton Place
Boston, Ma. 02202

February 14, 1994

To Whom It May Concern,

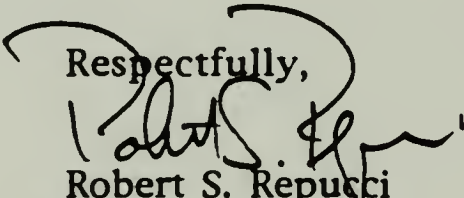
I am writing this letter in support of the application submitted by Choice Through Education for a Charter School.

The City of Chelsea has one of the highest drop out rates Statewide. There are few alternatives for challenged youth. The Choice Through Education proposal seeks to provide 35 high risk Chelsea adolescents with a full academic program that can be achieved realistically. The concept of a Charter School in Chelsea is extremely exciting. It opens vast opportunity for area human service providers to coordinate resources for this high risk population, which is growing in numbers. The CAPIC Agency endorses this concept and the prospect that Choice Through Education could administer the Program.

The Choice Through Education organization has been providing services to Chelsea youth for over twenty-five years. During that time, there have been hundreds of youth that have achieved success as a result of their services.

I look forward to working with the Choice Through Education organization in this endeavor.

Respectfully,


Robert S. Repucci
Executive Director

Chelsea ASAP
A Program of Bay Cove Human Services Inc.
100 Everett Avenue Unit 4
Chelsea, MA. 02150
telephone: (617) 884-6829

2/14/94

The Commonwealth of Massachusetts
Executive Office of Education
1 Ashburton Place Rm.1401
Boston, MA. 02108

To whom it may concern:

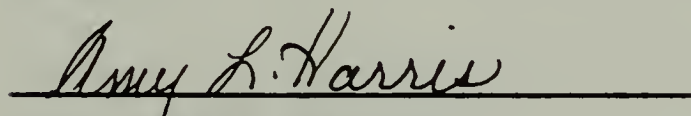
I am writing in support of Choice Thru Education's proposal for a charter school. Choice thru Education has provided innovative and critical educational models for youth in Chelsea for 26 years. Choice thru Education has contributed to the success of many high risk youth who have gone on to complete higher education and secure sustained job careers.

Choice thru Education's proposal is an innovative approach to education of high risk youth. The experience of Choice thru Education in working with the most diverse and multi cultural student body is well recognized and acclaimed. Choice has reached out to the Southeast Asian, Latino, and Afro American youth of Chelsea by providing a sound educational challenge in a non traditional setting.

Chelsea ASAP has worked with Choice thru Education in a collaboration which provides substance abuse prevention services to Choice students. Choice has formed a wide network of similar collaborations with institutions and agencies throughout the City of Chelsea in an effort to provide holistic and one stop health and educational services to all its students. This model could be easily replicated in the charter school model presently proposed.

It is with enthusiastic support that Chelsea ASAP urges the funding of this fine proposal that Choice thru Education is submitting for a charter school for high risk youth.

Sincerely,

A handwritten signature in cursive script, reading "Amy L. Harris", is written over a horizontal line.

Amy L. Harris, Med, CDAC
Program Director

Chelsea Housing Authority

54 LOCKE STREET • CHELSEA, MASSACHUSETTS 02150

(617) 884-5617 FAX: (617) 884-6552 TTD: (617) 889-1413

February 15, 1994

Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA

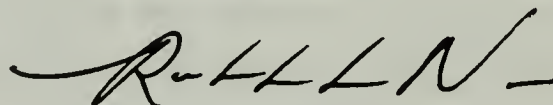
To whom it may concern:

It is with pleasure that I write a letter in support of the Charter School concept developed by Choice Thru Education, Inc. For over 25 years, Choice has been empowering the youth of Chelsea to make positive choices for their future through educational achievement. The agency's strength is its unique combination of a strong principled commitment to young people, personal relationship with Chelsea's youth and families, and educational and support programs that work.

The high risk adolescent youth need an academic program which addresses their educational, social, and psychological needs.

I am pleased to offer my support and endorsement for the Charter School.

Sincerely,

A handwritten signature in dark ink, appearing to read "R. Nason", with a stylized flourish at the end.

Robert Nason
Executive Director

February 14, 1994

To Whom It May Concern,

The students in the Pregnant and Parenting Teen Program of "Choice Thru Education" have written the following endorsements of the alternative program in which they are enrolled. These comments are representative:

"I think that they should keep "Choice" because it is easier for young teenage pregnant girls. For young girls that have babies and want to graduate from high school, "Choice" is a good school because the schedules are very flexible. Also you can communicate easily among students and teachers. I also like "Choice" because we learn differently. We go on field trips. It's fun."

"I feel they should keep "Choice" around because it is convenient and it helps young mothers have something to look forward to. It can make a difference in the dropout rate of teenagers. It allows students to have a one-on-one lesson with a teacher."

"I like this school because I like the teachers and how they teach. I like the kids and people that come here. They are nice people. I like the way they treat you."

"I think that "Choice" should stay open because it gives young women the chance to further their education and to learn much easier by having a one-on-one relationship with the teachers. We are able to bring our children to school and not have to miss out on school and end up on Welfare for the rest of our lives. Here teachers have more time to devote themselves to each individual student and if a certain student has a problem you can definitely count on a "Choice" staff member to care and try their best to help."

We would like to see "Choice" become a Charter School.

Sincerely,

The Students in the PPT program (13)



Council On Elder Affairs

300 Broadway, Chelsea, MA 02150

(617) 889-2520

February 14, 1994

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Chairperson

Annie Adams
Vice-Chairperson

Dorothy Corea
Treasurer

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Honorary Life Member
Peter J Fennell

Stacey Dupuis, LSW
Executive Director

To whom it may concern:

Choice Thru Education, located on Pearl Street, Chelsea, is a viable organization that provides a very important service to the community. The need for the services they would provide to the city of Chelsea as an Alternative School is evident in the success rate they have had with students that, for whatever reason, haven't been able to complete their traditional schooling.

We are very much in favor and support of the Choice Thru Education's Alternative School and the prospect of them continuing their successful programs.

Sincerely,

Stacey Dupuis, Director

Choice Thru Education, Inc.

P.O. Box 6205-140 Pearl Street
Chelsea, MA 02150
(617)884-4706, 4707

BRIEF HISTORY OF CHOICE THRU EDUCATION. INC.

Choice Thru Education, Inc. is a non-profit educational opportunity organization located in Chelsea at 140 Pearl Street. The agency's experience spans more than 26 years of working with educationally and economically disadvantaged adolescents, providing one of the very few community based Upward Bound Programs in the nation; a Massachusetts Educational Opportunity Program and a Pregnant and Parenting Teen Program.

Since its inception the mission of the organization continues to be one of providing services to adolescents in an holistic environment. Our mission is defined as one assisting youths in breaking away, from the cycle of poverty through educational achievement. This is achieved by improving the motivation and achievement of low-income, under motivated, high school age youths through teaching, tutoring academic, vocational, and personal counseling, crisis intervention, advocacy, as well as cultural and recreational activities.

THE FEDERAL UPWARD BOUND PROJECT (U.S. Dept. of Education. and MASSACHUSETTS EDUCATIONAL OPPORTUNITY PROGRAM (Mass. Board of Regents)

The core of C.T.E.'s activities since 1966 has been Upward Bound, a federally funded anti poverty program designed to motivate economically and socially disadvantaged youth to maximize their opportunities in the public school system and assist them in continuing their education beyond high school and into a college, vocational school, or occupational training program. Since the inception of the program we have aided over 2500 young people to achieve the completion of their High School education. In addition, the Massachusetts Educational Opportunity Project has enabled us to enroll almost double the number of students since 1988. These programs enable the agency to run a six week residential program at a local college during the summer where students take 4 classes per day designed for remediation, enrichment and enhancement. The rest of the day students can participate in activities which encourage and motivate them to finish high school and enter into post-secondary education.

An important aspect in establishing a positive social environment is daily program activities. All programing, which includes classes, tutoring, counseling, and recreational activities, is designed to contribute to an atmosphere of continued positive growth. To achieve the main project objective, we work with our youth over a continuing period of time in order to help them through the rough spots they encounter in the process reaching adulthood. The creation of an environment to which students know they can turn is crucial in establishing the level of trust necessary for them to make use of and benefit from our programs. If there is any attribute that distinguishes our program, from others it is that our kids trust us

Since its inception C.T.E. has provided all of these services free of charge. In addition to the six week residential program conducted on a local college campus, a full follow-up program is offered at our community-based headquarters in Chelsea, open four days and evenings per week during the school year. Students are able to receive tutoring in most high school subjects, and participate in individual and group counseling. They can also enjoy cultural enrichment and recreational activities including a spring trip to Washington D.C., visits to college campuses, and events within our building.

Based on national comparison, C.T.E. has been very successful in placing its students in quality colleges with adequate financial aid. Students, who only a few years earlier never considered a post-secondary education, see college as a logical progression. An important point to consider is the fact that while the majority of these students were not enrolled in college preparatory courses in the public high school, most of them, after three or four years at C.T.E., go on to the finest public and private colleges and universities in the country. The list of institutions attended by

staffing; geographic area and composition of our Board of Directors. Under the leadership of the directors, program participants and their families, program staff and their families, and representatives, C . T . E . hopes to continue as an important services to adolescent youth and their families.

CONCLUSION:

In closing we would like to mention those unique factors of our programs which help explain our success.

The C . T . E . Upward Bound Program has incorporated as a private, non-profit agency in accordance with the principles and practices of the national Upward Bound guidelines, without compromising its unique community orientation. The addition of the state M.E.O.P. funds has almost doubled the number of participants in our program.

More than twenty years of serving the youth of Chelsea and Revere and their families has had impact beyond the individuals who have been helped. A segment of the population, who never considered college as an achievable goal, now routinely orient their lives with this goal in mind.

Our educational philosophy not only includes skill development, but also addresses the basic cultural, social and emotional needs of educationally disadvantaged youth. We believe that a successful program must direct itself to the whole person.

APPENDIX I
UPWARD BOUND PARTICIPANTS BY ETHNIC BREAKDOWN 1966 - 1992

YEAR	ETHNICITY	#	YEAR	ETHNICITY	#
66-67	White	96	79-80	White	30
	Black	4		Black	20
67-69	White	94		Hispanic	25
	Black	6	80-82	White	21
69-70	White	72		Black	9
	Black	23		Hispanic	20
69-70	White	66	82-83	White	15
	Black	15		Black	3
	Hispanic	5		Hispanic	22
	Other	1		Other	4
70-71	White	57	83-84	White	8
	Black	15		Black	5
	Hispanic	18		Hispanic	26
71-72	White	70		Indo/Asian	3
	Black	15	84-85	White	14
	Hispanic	8		Black	7
72-73	White	49		Hispanic	22
	Black	16		Indo/Asian	14
	Hispanic	9		Other	1
	Other	1	85-86	White	13
73-74	White	47		Black	6
	Black	27		Hispanic	27
	Hispanic	9		Indo/Asian	15
74-75	White	40	86-87	White	13
	Black	22		Black	27
	Hispanic	2		Hispanic	10
	Other	1		Indo/Asian	9
75-76	White	28	87-88	White	16
	Black	34		Black	14
	Hispanic	10		Hispanic	59
76-77	White	30		Indo/Asian	19
	Black	29	88-89	White	22
	Hispanic	16		Black	13
77-78	White	28		Hispanic	37
	Black	27		Indo/Asian	35
	Hispanic	17	89-90	White	11
	Other	3		Black	6
78-79	White	29		Hispanic	32
	Black	30		Indo/Asian	40
	Hispanic	13	90-91	Other	1
91-92	White	4		White	8
	Black	4		Black	6
	Hispanic	28		Hispanic	39
	Indo/Asian	23		Indo/Asian	26

APPENDIX

COLLEGES & UNIVERSITIES ATTENDED BY CHOICE THRU EDUCATION GRADUATES

Antioch College	North Shore Community College
Assumption College	Pennsylvania State University
Barrington College	Pine Manor College
Bates College	Regis College
Bennington College	Roxbury Community College
Bentley College	Salem State College
Boston Bouve	Simmons College
Boston College	Skidmore College
Boston State College	Smith College
Boston University	Southeastern University
Bowdoin College	Suffolk University
Bradford College	Swarthmore College
Brandeis University	Tufts University
Bryant & Stratton	University of Hartford
Bunker Hill Community College	University of Massachusetts-Amherst
Burdett College	University of Massachusetts-Boston
Butera School of Art	Uppsala University
Clark University	Vespa University
Colby College	Wellesley College
Colby-Sawyer College	Wentworth Institute
Duke University	Wesleyan State College
Embry-Riddle Aeronautical Univ.	Westfield State College
Emmanuel College	Williams College
Emerson College	
Endicott College	
Fisher College	
Fitchburg State College	
Franklin Institute	
Garland College	
Gordon College	
Graham Junior College	
Harvard University	
Husson College	
Lyndon State College	
Massachusetts Bay Community College	
Massachusetts General School of Nursing	
Massachusetts Institute of Technology	
Merrimack College	
New England College	
New York University	
Newbury College	
Newman Preparatory School	
Nichols College	
North Adams State College	
North Essex Agricultural School	
Northeastern University	

Choice Thru Education, Inc.

P.O. Box 6205 • 140 Pearl Street Chelsea, Massachusetts~ 08150

Choice Thru Education, Inc. has provided holistic services to over 2,500 youth since its inception in 1966. The agency has consistently worked with youth that society has considered throwaway , i.e. dropouts, youth failing in school, court involved and adjudicated youth, pregnant and parenting young women, and those young people lacking the motivation and hope to achieve their potential. We as a program maintain an environment where youth are treated with love, respect, and trust. This base of support enables our youth to develop the necessary self respect, self esteem, and confidence to make difficult choices, albeit the choice for a positive future.

Choice has made a commitment to work with Chelsea youth: to encourage its successful graduates to return as staff and volunteers and to continue working and advocating for our youth when no one else will.

The agency was in the forefront of promoting affirmative action whether is was petitioning the school committee to hire a black teacher, who herself was a graduate of Choice Thru Education, Inc. or lobbying for the inclusion of a multi-cultural curriculum in the school. The program over the years has assisted in the development of the Chelsea N.A.A.C.P., the first Hispanic organization, L.U.C.H.A., and provided space and technical assistance to the Cambodian Organization of Massachusetts, and the Hispanic Commission.

In addition the long history of involvement in the city has included designation as a disaster relief center following the Chelsea fire of 1974 (a third of our students were victims) participation in the development of the Mass. General Hospital Health Clinic, organizing the first citizenzen advisory committee for the selection of a school superintendent, introducing Court Watchers to the Chelsea District Court, and involving Lawyers from the American Civil Liberties Union in defending our students civil rights, when violated. C.T.E.'s involvement for the rights of children included state wide representation on the Office for Children board and assisting in the development of the local chapter.

When the schools were discouraging youth from re-entering we developed an alternative school and program to meet their educational needs. With the court involved youth, we established a teaching and youth intervention program funded by D.Y.S. and the Juvenile Justice Impact Program until the funds were eliminated in 1983. When we realized the over whelming need for a program for pregnant and parenting young women, we in one month, developed a program which addressed this totally unmet need. With limited funds from Gateways and Small Cities. we started with 5 young woman and by the summer of 1991 we were providing services to 35 young women. Although without real funds, except for a \$15,000 grant from Hyams, we have continued the program for 16 women and

their babies. In effect Choice has provided a full public year around educational program to young women at no cost to the city. In fact, these women are considered enrolled in the public school system for which the city receives state reimbursement. While we receive no monies from the city, we have saved the city approximately \$250,000.

The core of our agency is the Upward Bound program. For over 25 years this program has impacted the lives of youth and their families. Unlike the more traditional college based projects, we have worked in the heart of our community providing a safe and challenging environment to many of the highest risk youth. Our philosophy is stated in the name of our agency "Choice Thru Education". The atmosphere is one of an extended family, supportive and nurturing, with a majority of our staff graduates themselves who pursued higher education and returned to give back to those coming along behind them.

Choice Thru Education, Inc. has been a "point of light" in the city for many youth. We have consistently sought new ways to develop resources. When foundations were basically unaware of the city, we were writing grants for the purchase of our building, and for monies to develop programs particularly for linguistic minorities. Our efforts have been dedicated to enabling youth who had traditionally been denied equal access to have the opportunity for a better future.

Choice Thru Education, Inc.

Outline of Summer Programs:

- o Six week residential summer program; 6 p.m. Sunday through 2 p.m. Friday, July 5, 1993 - August 13, 1993. For ninety high school age youth from Chelsea.
- o Conducted on the campus of Endicott College, Beverly, MA.
- o Activities include: daily classes in Basic English, Myths and Legends, Bridge English, English as a Second Language, Public Speaking, Basic Math/Pre-Algebra, Algebra I and II, Geometry I, Computer Literacy, U.S. History, Latin American History, Biology and Nutrition; workshops in Study Skills, Arts and Crafts, Drama, Gardening; Leadership Training; Computer Lab for hand-on access available each afternoon and evening.
- o Counseling includes; Educational, Career, Bridge and personal.
- o Employment: Opportunities on campus, Career exploration.
- o Campus orientation and Visitations.
- o Cultural enrichment and recreational events include: weekly field trips and physical education activities, Camping Trips.
- o Bridge component for seniors.

Pregnant & Parenting Teen - Summer Program - 140 Pearl Street, Chelsea, MA

- o Classes: English, ESL, History, Science, Statistics
- o Employment: and career exploration
- o Workshops: in parenting, nutrition, advocacy, money management
- o Speakers: from Welfare, WIC, Day Care Centers, Mass. General Clinic
- o Mentoring: Intergenerational with elderly
- o Field Trips Historical Sights and museums
- o Population: Up to 35 young women and their babies.

Choice Thru Education, Inc.

Outline of Choice Thru Education, Inc. Program -September thru June

- o Conducted at Choice Thru Education, Inc. headquarters, 140 Pearl Street, Chelsea, MA.
- o Activities Include: Classes in English, English as a Second Language, Reading, Math and Biology, History and Computer Literacy. Tutoring in Science, Spanish, Italian, Health, Social Sciences, Geometry, Algebra and Study Skills.
- o Workshops: Self Esteem, Peer Leadership Training, Law, SAT Prep., Art, Theater and Public Speaking
- o Counseling: including educational, career, bridge and personal. Assistance in Financial Aid search for all Chelsea students.
- o Mentoring
- o Special events: College fairs and visits to college campuses. Social and cultural activities which create greater awareness of multi cultural and ethnic diversity including International food nights for parents and students, field trips to movies, theaters, museums, annual trips to Washington D.C.
- o Activities: games, ping pong, athletics, dances, talent shows.
- o Student Government: student Judicial Board and student council.
- o Community Groups: Guatemala, Hispanic Commission, Parent Groups, Chelsea Executive Advisory Committee meeting Neighborhood organizations regularly use our facility at no cost.
- o Pregnant & Parenting Teen Program: Full academic program and support groups for young women and their babies runs from 10:00 a.m. to 2:00 p.m. daily.
- o Staff- & Volunteers: Multi racial, multi cultural, multi-lingual. Former C.T.E. graduates, qualified staff.
- o Population: Between 75 and 110 young people make use of services on a daily basis. This excludes special events. Many students come daily. Youth are racially and culturally diverse.

CHOICE THRU EDUCATION. INC.

1988

SENIORS - 14

TWO YEAR COLLEGES	04
FOUR YEAR COLLEGES	05
VOCATIONAL/TRADE	01
WORKING	03
MILITARY	01
UNKNOWN	00

1989

SENIORS - 11

TWO YEAR COLLEGES	03
FOUR YEAR COLLEGES	04
VOCATIONAL/TRADE	01
WORKING	01
MILITARY	01
UNKNOWN	01

1990

SENIORS - 25

TWO YEAR COLLEGES	06
FOUR YEAR COLLEGES	13
VOCATIONAL/TRADE	02
PREP SCHOOL	01
GED	01
WORKING	02
MILITARY	00
UNKNOWN	00

1991

SENIORS - 29

TWO YEAR COLLEGES	12
FOUR YEAR COLLEGES	13
VOCATIONAL/TRADE	02
GED	01
WORKING	01
MILITARY	00
UNKNOWN	01

1992

SENIORS - 26

TWO YEAR COLLEGES	13
FOUR YEAR COLLEGES	07
VOCATIONAL/TRADE	02
WORKING	02
MILITARY	01
UNKNOWN	01

CHOICE THRU EDUCATION, INC.

DATA FOR SCHOOL YEAR STUDENTS OF THE PREGNANT AND PARENTING TEEN PROGRAM

TOTAL ENROLLMENT FROM 9/88 - 6/93. P.P.T.P.: 85

ETHNIC BREAKDOWN:

African-American ~	06
Caucasian -----	13
Hispanic -----	62
Cambodian -----	02
Cape-Verdean -----	02

AGE BREAKDOWN:

(Average age: 16 years 4 months)

1991 - 1993

Age 14 - 06	-----	01
Age 15 - 10	-----	03
Age 16 - 08	-----	03
Age 17 - 12	-----	12
Age 18 - 08	-----	10
Age 19 - 04	-----	03
Age 20 -----		02
Age 23 -----		01

POST SECONDARY PLACEMENT

1990 - 2 four-year college

1991 - 3 four-year college

1992 - 2 two-year college
1 technical school

STUDENT CONDITION DURING PROGRAM:

During pregnancy only -----	33
Parenting only -----	31
Pregnant and continued as parent -	19
None of the above -----	02

NUMBER OF STUDENTS GRADUATING FROM C.T.E WITH CHELSEA HIGH DIPLOMA

Class of 1990 --	09
Class of 1991 --	04
Class of 1992 --	05
Class of 1993 --	03

PARTICIPANTS IN P.P.T.P.. SUMMER PROGRAM:

(Supplemental program during July and August for pregnant and parenting young women)

1989 -- 20	1991 -- 34
1990 -- 25	1992 -- 14

RETURNED TO CHELSEA HIGH SCHOOL. 1991 - 1992

--- 08

HOMELESS:

7 --- 08